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ABSTRACT

In the wake of a shift in the racial composition of the student body at Prince George's Community College (PGCC), which was 62% "minority" by spring 1992, a thorough investigation of the college's racial climate was undertaken. One aspect of this investigation involved the distribution of a questionnaire to 7,000 students enrolled in credit courses, including 5,000 non-whites. Selected findings, based on a response rate of over 20% (N=1,406 students), included the following: (1) the percentage of respondents who had a realistic perception of non-white proportions within the student body was 72%, within the faculty was 69%, and within the administration was 73%; (2) students seemed unaware of attempts to improve racial balance within the faculty and administration; (3) 52% rated race relations in the college, as a whole, as good or very good, and another 36% rated them as "O.K."; (4) white and non-white students agreed on the positive abstract value of college diversity; (5) 46% of the non-whites and 84% of the whites agreed that whites do not practice a subtle form of racism; (6) white students were less likely to express comfort with campus racial diversity and to find it personally valuable than were non-white students; (7) 38% claimed to have experienced at least one of the 18 listed types of racial bias while at PGCC, while another 10% had witnessed or heard about such an event; (8) 30% of non-whites, and 14% of whites felt they had experienced faculty racial bias; and (9) only 35% of those claiming to have experienced racial bias made any discernible response to it. An appendix includes a summary of responses and the survey instrument. (JSP)

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Student Perceptions of the Racial Climate at Prince George's Community College

A Preliminary Report

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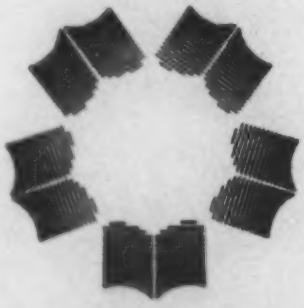

PRINCE GEORGE'S
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Research Brief RB93-1

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STUDENT PERCEPTIONS OF THE RACIAL CLIMATE AT PRINCE GEORGE'S COMMUNITY COLLEGE - SPRING 1992: A PRELIMINARY REPORT

Report RB93-1
July 1992

Introduction

Because Prince George's Community College is a higher educational institution with a special mandate to maximize access, its credit student body has always been highly reflective of the demographic characteristics of the county it serves. When the County's racial balance shifted from majority white to majority non-white, according to the U.S. Census Bureau sometime during late 1989, so did PGCC's credit enrollment. Fall 1990 marked the first time the College's white students failed to constitute 51 percent of the whole, and by Spring 1992 fully 62 percent of credit-course takers came from "minority" backgrounds.

These trends, underlined by the symbolic changeover of "majorityhood," have raised concerns about what effects the new racial dynamics on campus might be having on the academic and community climate at PGCC. Might, for example, white students, no longer predominant here, be contemplating "flight" to other colleges and universities? Or might black students, now the main classroom presence, be feeling increasing resentment over the still almost all-white faculty? Or might the faculty be experiencing increasing frustration over growing pressure to "multi-culturalize" the curriculum? These and other such questions on racial climate seemed to take on additional urgency in light of the nation-wide trend of deteriorating inter-ethnic relations on campus reported by the press.

Therefore, the College decided to launch a thorough investigation of PGCC's racial climate, utilizing both extensive polling and focus group research. In early Spring 1992, a task force was assembled, including the College's Office of Institutional Research and Analysis (OIRA), to plan out the project. Federal funding (Title III) was procured to support the work, and an organizational psychology consulting firm -- the Marlin Group -- was hired to assist in questionnaire construction and to oversee the focus groups.

By early April, the attitude survey portion of the research was ready to proceed. OIRA had produced drafts of two questionnaires -- one on Spring 1992 credit student racial climate perceptions, and one on those of employees (administrators, classified staff and faculty) -- which were then reviewed and finalized with the generous assistance and advice of the College's Cross-Cultural Education Advisory Council. The respondent

sampling plan was completed and the questionnaire delivery system in place by the end of the month. Questionnaires were mailed April 23 and a respondent return cut-off date of May 23 was set. Data entry for both respondent group questionnaires was finished in early June.

OIRA has just completed its preliminary analysis of the student data set, and this research brief is a report on the basic findings. Forthcoming OIRA briefs will present the basic findings on employee attitudes and perceptions regarding race and race relations on campus, and detailed findings relating student and employee attitudes and searching for the complex origins of PGCC's current racial climate.

Methodology

Survey Instrument. The student questionnaire was written in three distinct sections. (The full questionnaire text may be found in the Appendix, as well as a table detailing all whole sample percentages for each item.) The first section contained all items designed to probe attitudes towards race and race relations generally and at PGCC specifically, the emotional reactions of the respondent to the campus racial climate, the respondent's assessment of the level of racial tensions at PGCC as a whole and in various of its components, and a test of the accuracy of respondent's perception of College current actual racial balance. This section was identical to the opening part of the faculty/staff questionnaire in order to permit student/employee cross-comparisons. Most of the items found in Section One were five-point scales (Strongly Agree/ Agree/Neutral/Disagree/Strongly Disagree, etc.) to facilitate inter-item correlations and to permit the reporting of the attitudes and perceptions of various respondent groups by simple and readily comparable scale means.

The second part, unique to the student questionnaire, attempted to gauge the level of inter-ethnic hostility experienced by and within the PGCC student body by asking respondents to report any actual incidents of racially motivated bias on campus about which they had first or second hand knowledge. Respondents were provided a check list of hypothetical student-on-student, faculty-on-student and staff-on-student bias events (for example, being insulted by another student's racial remark, being ignored in classroom discussions because of one's race); they were then asked to indicate whether they had ever directly experienced such treatment, or barring that had ever witnessed or heard about such a thing happening to others on account of race.

Students reporting themselves the victims of at least one bias occurrence were also asked to report their response, using another check list (Did in Response/Considered but Didn't Do/Never Considered Doing). The range of response check list items varied from seeking comfort from a friend and talking things out with the event perpetrator to suing the College and taking steps to drop out of school.

The last questionnaire segment was an elaborate review of the student's demographic and academic background. The great detail of this section was made necessary by a decision not to use student Social Security numbers as questionnaire ID numbers. Given the sensitive nature of the questions being asked respondents, it was thought candor and questionnaire return depended on being able to assure all informants of absolute confidentiality. Dropping SSNs meant that in no way could the personal identities of respondents be determined. This also meant, however, that critical background variables like race and fulltime/parttime course load, usually retrieved for PGCC student survey respondents from the College's registrarial files, had to be directly ascertained.

The importance of the background variables was two-fold. First, there was the normal need to break respondents down into analytic groupings to investigate the sources of variations in attitudes and perceptions. But second, there was the additional need here to be able to judge the representativeness of the responding group compared with the whole Spring 1992 student body, and if necessary perform sample "re-weighting" should sample background proportions vary too greatly from known student body background proportions.

Sampling Plan and Resulting Respondent Group. OIRA's long experience with exploring PGCC student attitudes using posted questionnaires dependent upon voluntary mail-backs, suggested that the response rate in our racial climate study would be within the 10-20 percent range. Thus, to guarantee that we would end up with at least 700 returned questionnaires (the normal minimum number of cases required to do analytic justice in the investigation of a complicated research issue like racial climate), we would have to begin with an initial sample of around 7,000, making this the largest survey research undertaking in the College's history.

Furthermore, our experience told us that we should not expect equal response rates from all student groups. In particular, nonwhites and students with poor college preparedness (i.e., "Developmental" students) in past studies responded at much lower than average rates.

Finally, although full time/first time students have traditional responded well to mailed questionnaires, the small proportion they add to the whole student body put them, as a group, at risk of being represented in a mailed response sample by numbers too small for effective analysis. Therefore, what was called for was a stratified approach to selection of the initial 7,000 (i.e., selection by criterion groups, random selection within each criterion group, no unit in any criterion group duplicated in any other criterion group):

* 5,000 nonwhites (deliberate oversampling)
* 1,000 whites (deliberate undersampling)
* 500 Developmental students - either race group (deliberate oversampling)
* 500 full time/first time students - either race group and regardless of Developmental status (deliberate add-on)

The result of this sampling strategy was as follows:

Response Rates

All Responding ..... 20 % (n=1,406) of Initial Sample (n= 6,931)
12 % (n=1,406) of All Spring 1992 (N=12,017)

Response by Cut-Off Date ... 17 % (n=1,198) of Initial Sample (n= 6,931)
10 % (n=1,198) of All Spring 1992 (N=12,017)

Responding Sample/Student Body Comparisons

	RS	SB		RS	SB		RS	SB
White	33	38	Under 20	12	27	Female	67	61
Black	53	54	20 - 24	30	26	Male	33	39
Hispanic ...	3	2	25 - 34	30	27			
Asian	9	5	35+	28	20	FT Load	75	78
Native Am	2	<.5				PT Load	25	22
Largo Only ..	81	77	Transf Prog...	49	43	Fall Cont.....	68	66
Day Only	46	45	Career Prog..	30	45	Readmit	19	16
			Not in Prog ..	21	12	New Transf	9	9
Any Devl Crs	39	34				1st Timer	4	9

As it turned out, response rate was surprisingly good -- at the high end of the normal range for mailed questionnaire studies. Over 20 percent (1,406) of the 7,000 students targeted to receive questionnaires actually returned them, 17 percent (1,198) by the data entry cut-off date of May 23. Furthermore, the stratified sample strategy seemed also to pay off well, for systematic comparison of the key characteristics of the respondent sample with those of the whole Spring 1992 student body revealed discrepancies insufficient to deflect whole sample answers to questionnaire items from what would have been whole student body answers (had we interviewed everyone) by any more than more than two or three percentage points in most instances. In fact, the level of overall sample bias was the smallest in OIRA's experience with projects of this kind, so small that we were able to decide against the need for sample re-weighting.

Basic Findings

The remainder of this preliminary report will present a quick review of our basic findings on student perceptions of the racial climate at Prince George's Community College, Spring 1992. The report will proceed through each of the general areas of inquiry embodied in the questionnaire, but beyond a brief discussion of the attitudes and perceptions of students as a whole, at this early research stage group analysis will be restricted to the two basic racial divisions -- whites and nonwhites -- and there will be no effort as yet to pin down the complex web of cause and effect producing differing opinions even as between these two key segments of the student body.

Objective Knowledge of Racial Balance. A proper assessment of student opinions concerning campus racial climate requires that we begin with whether such opinion is based on fact or fiction. For example, do students as a group have anything like an accurate handle on the actual proportions of whites and nonwhites in the various components that make up the PGCC community and how racial balance is changing within them? Or do white students tend to overestimate the percentage of blacks and other minorities on campus, while nonwhites underestimate their own proportional presence?

% SEEN AS NONWHITE	< 20	20-39	40-59	60-79	80 +	% Right	Mean Est.	% NA
OF STUDENT BODY:								
by ALL STUDENTS	2	11	33	38	15	72	61	12
by Whites	<.5	6	31	45	17	76	64	8
by Nonwhites	3	14	34	35	14	69	58	14
OF FACULTY:								
by ALL STUDENTS	34	35	20	6	4	69	32	19
by Whites	23	42	26	7	2	65	34	19
by Nonwhites	39	33	18	6	5	71	31	19
OF ADMINISTRATION:								
by ALL STUDENTS	45	29	18	6	3	73	29	33
by Whites	34	30	27	7	3	61	33	40
by Nonwhites	49	28	14	5	4	77	27	29

Students who gave estimates of nonwhite proportions within Student Body, Faculty and Administrative groups showed a fair grasp of reality. For example, the actual percentage of nonwhites taking credit courses during the Spring 1992 term was 62. About 72 percent of all respondents answering told us that the nonwhite proportion fell either in the 40-59 percent or 60-79 percent response categories, a generous but not unreasonable "ballpark" range for gauging correctness of perception. The percentage of the whole sample "correctly" estimating faculty nonwhite proportions (in fact, 23 percent minority) was 69 percent; for the administration (in fact, also 23 percent minority) the proportion was 73 percent guessing "correctly." (For the latter two cases, the "correctness range" was set at 0-39 percent.)

Converting the pattern of group category responses to a collective single estimate of nonwhite presence give much the same results. When "mean estimated percent" -- a weighted average of all responses replacing category codes with the mid-points of category intervals (e.g., 50 for the 40-59 range) -- is calculated, all respondent collective estimates for minority percentages proved to be 61 percent (student body), 32 percent (faculty) and 29 percent (administration).

The data on perceptions of racial change as opposed to simple racial proportions give a somewhat different impression of the student body grasp of racial reality at PGCC. Objectively, the proportions of minority members with the student body, faculty and administration at PGCC have been growing steadily over the last several years. However, students in our sample responding to the questions on racial shift seem to be aware only of the racial trend within the student body -- almost two-thirds answering (65 percent) told us that the percentage of blacks and other minority students was increasing. But only around a third (34 percent) seemed to realize that the same could be said for the College's teaching staff and less than a quarter (23 percent) thought minority participation in the College's management was on the upswing.

Furthermore, considerable numbers of students in our sample were unwilling or, more likely, unable to give estimates of racial change at PGCC. Almost 30 percent failed to answer the question on within-Student Body change, almost 40 percent regarding faculty change and nearly 50 percent regarding racial shifts in the Administration. In sum, although students are fairly savvy about where we <u>are</u> racially as an institution, there remains in their minds considerable misinformation and ignorance about where we are <u>going</u>, especially in the strides being made to improve racial balance within the faculty and administration.

Finally, what differences exist in the race balance perceptions of our two analytic groups -- white and nonwhite students? As far as current race proportion estimates went, the differences were minimal, although there seems to have been a consistent inclination of white students to give slightly higher minority estimates compared with those provided by nonwhite students. The major gap between them had to do with very different perceptions of racial change in the faculty and administration. Only a bit more than a

quarter (28 percent) of nonwhite respondents answering thought they detected a change favoring more minority teachers, but fully 48 percent of white students saw real gains in nonwhite faculty numbers; similarly whites were twice as likely to perceive minority administrator increases (36 percent) than did nonwhites (18 percent). (The issue is clouded somewhat by the fact that increased non-white hiring has been mostly part-time adjunct faculty who teach fewer sections and are thus less visible to students than full-time teachers.)

% NONWHITE OF GROUP SEEN ...	DECREASING	STEADY	INCREASING	% NA
STUDENT BODY:				
by ALL STUDENTS	2	11	33	12
by Whites	<.5	6	31	8
by Nonwhites	3	14	34	14
FACULTY:				
by ALL STUDENTS	34	35	20	19
by Whites	23	42	26	19
by Nonwhites	39	33	18	19
ADMINISTRATION:				
by ALL STUDENTS	45	29	18	33
by Whites	34	30	27	40
by Nonwhites	49	28	14	29

Perceptions of the Quality of Race Relations. The study questionnaire contained a battery of rating items designed to directly assess student perceptions of the quality of racial climate at PGCC. Taking the form of a five point scale (Very Good through Very Poor), each item concerned how "good" or "poor" the level of "current race and ethnic group relations" was in the respondent's judgement either within the College as a whole or within a particular subset of the PGCC community. In addition, two more questions were utilized to achieve a comparative perspective --race relation quality now compared with two years ago, and compared with other colleges and universities (5-points: Much - etter through Much Worse).

Below are the results, presented in terms of collapsed categories (% Good/Very Good (G/VG); % Poor/Very Poor (P/VP)), for the whole responding sample, and for both racial sub-samples (W-White and NW-Nonwhite). Also included is a simple difference index (NW % G/VG - W % G/VG) to highlight the impact of racial identity of perception.

The pattern of the data displayed below is grounds for considerable optimism. When it came to straight-forwardly rating the quality of inter- and intra-group race relations on campus, only very small proportions of students gave an outright negative assessment and near majorities told us that race relations were good or better. For example, for the College as a whole, only 12 percent of sample members answering thought inter-racial feelings were poor, 52 percent said they were good or very good with another 36 percent rated them at least "O.K." This pattern, with only slight variations in actual percentages, held true whether the focus was on race relations between white and non-white students, between nonwhite students and white faculty, between white students and nonwhite faculty, among blacks, Hispanics, Asians and Native Americans within the nonwhite segment of the PGCC community, or within the College faculty and staff.

Furthermore the great majority of students were able and willing to provide ratings on all items save one -- faculty/staff race relations. The last is an understandable exception. The sizable 40 percent giving no answer is probably an honest reflection of most student's lack of first-hand knowledge of the job life of College employees.

	% Answering		% All	% Good/Very Good		
CURRENT PGCC RACIAL RELATIONS	G/VG	P/VP	NA	NW	W	NW-W
College as a Whole	52	7	12	49	58	-9
White v-a-v Minority Students	44	10	11	40	55	-15
White Faculty v-a-v Min. Students	48	12	17	42	68	-26
Min. Faculty v-a-v White Students	56	5	26	53	62	-9
Among various Minority Groups	41	14	21	39	45	-6
Within Faculty/Staff	51	7	40	48	60	-20
	% Answering		% All	% Better/Much Better		
PGCC RACE RELATIONS COMPARED	B/MB	W/MW	NA	NW	W	NW-W
With Two Years Ago	28	13	44	31	22	+9
With Other Colleges/Universities	47	11	39	50	40	+10

Admissions of ignorance were just as forthcoming in response to the two comparison rating items -- PGCC race relations now vis-a-vis two years ago (44 percent not answering) and race relations at other schools (39 percent). A majority of our credit students during any single term are relative newcomers to PGCC and have less than two years experience studying here; and for a large proportion of students, PGCC is the only higher educational institution they know or know well.

Even so, a near majority (47 percent) of those who did provide ratings told us that race relations here were better or much better than that of other schools, and another 42 percent thought PGCC relations at least no worse. However, answerers seemed less certain about PGCC progress in race relations over time. Only a bit more than a quarter of our responders (28 percent) said things were better or much better compared with two years ago; the large majority responding (59 percent) opted merely for "about the same." But at least, very few (13 percent) saw actual deterioration in the situation.

The two student racial sub-samples proved not to differ much in their responses to these race relation rating items. With one exception, on the non-comparison items there was a consistent tendency of nonwhite students to be only slightly less positive than their white peers (between 9-15 percent fewer using the good/very good categories). The exception occurred over the most sensitive item, calling for an assessment of nonwhite student/white faculty relation. Here, nonwhite students were fully 26 percent less positive than white students; even so, two out of five (40 percent) managed to rate relations between themselves and their white teachers as good or very good, and only 13 percent called them poor or very poor.

Neither were race sub-sample differences great over the two comparison ratings, but those differences that did exist were very interesting. In these instances, it was the white sub-sample which proved to be the somewhat more negative group -- 9 percent fewer compared to their nonwhite peers giving "better" or "much better" answers to the question of relations now versus two years ago, and 10 percent fewer on a comparison of relations here versus at other schools. One should not exaggerate the importance of such small divergences but the mere fact that negativity here centered in the white student group, even to a very modest extent, is of significance -- a "straw in the wind." For it is the white student group, now a minority on campus and a shrinking one, that is the more primed to react to any perception of a negative PGCC racial climate by withdrawing patronage.

Indirect Measures of Campus Racial Climate. Often people will tell attitude researchers things in response to indirect questions that they won't reveal when asked directly. Also, it is just as important to discover in what ways racial climate is seen as positive or negative as it is to establish general levels of perceived race relation quality.

These are the reasons for the next battery of questionnaire items, all five point agreement scales -- Strongly Agree/Agree/Neutral/Disagree/Strongly Disagree. (The "polarity" of some of the items has been changed from that found in the questionnaire (e.g., "Campus racial groups tend to be separatists" to "tend (not) to be separatist") in order to put as many items into the same positive alignment as possible for easy comparison of results.)

With one exception, whole sample responses to the indirect measures of racial climate which can be given a positive/negative interpretation seem to corroborate the just discussed generally happy results drawn from the direct climate rating measures. Respondents gave race climate positive answers at near-to-strong majority rates (46-62 percent), furthermore giving us a much fuller picture of how race relations are seen of this campus.

PGCC comes across as a multi-cultural school whose students appreciate value of diversity (46 percent agreeing/17 percent disagreeing) and of interaction across ethnic lines (53 percent/20 percent). Furthermore, even the subtlest forms of white-on-nonwhite racism have been minimized on campus (60 percent/21 percent), and community confidence is so great that there is little danger that the now-minority white PGCCers will flee to other schools (61 percent/24 percent).

Finally, most elements of the PGCC community work hard to maintain this high state of racial comity (62 percent/10 percent), and when the system does occasionally break down, excellent administrative policies are in place to assure fair and swift resolution of problems (49 percent/17 percent).

OPINIONS ON CAMPUS RACE RELATIONS	*% Answering*		*% All*	*% Agree/Strongly Agree*		
	A/SA	*D/SD*	*NA*	*NW*	*W*	*NW-W*
Diversity is PGCC's strength	46	17	18	48	45	+3
Campus groups [not] separatist	53	20	15	51	60	-9
Official race policies excellent	49	17	34	44	59	-15
Many PGCCers try to fight racism	62	10	12	57	74	-17
Tensions here are exaggerated	34	40	23	25	51	-26
Minorities are as biased as whites	41	33	23	33	60	-27
Whites [don't] put down minorities	60	21	23	46	84	-38
Most whites will [not] leave PGCC	61	24	25	67	50	+17

Unfortunately, this picture is a bit too idyllic; other responses made by our students seriously qualify it. First, there are the whole sample reactions to two "loaded" questions not yet discussed -- ones which assume that a level of racial bias does in fact exist at PGCC. Respondents were asked if it were not true that nonwhite students were just as prejudiced against whites here as whites were against them. The results much more approached a true split -- 41 percent agreeing, 33 percent disagreeing. And on the exceptional item mentioned earlier -- "Racial tensions here are exaggerated" -- those disagreeing (40 percent) actually surpassed in numbers those agreeing (34 percent).

That more "racism" tends to be perceived when some race conflict is asserted as a possibility suggests to us that many students are, so to speak, of two minds about presence of racial tensions at PGCC. The College has a lot of emotional credit with its student body. Most genuinely like and appreciate it, giving the school high marks on advancing their educational goals (good or excellent -- 69 percent), on providing quality courses (75 percent) and on hiring friendly, helpful faculty (76 percent). Therefore, if not asked to assess to deeply, they may tend to favor the school by subconsciously suppressing their awareness of race tensions, especially if these are relatively minor. However, if they are pressed to probe deeper, they may allow themselves to remember and express some experience of racial tension.

More important perhaps is the second variety of evidence against accepting an over-rosy view of PGCC race relations -- dramatic race subsample differences. White and nonwhite student subsamples are in virtual accord over the abstract value of College diversity, but nonwhites are less likely than whites to agree that racial groups on campus are not separatist (-9 percent), on the excellence of Administration racial policies (-15 percent), that PGCCers are zealous against racism (-17 percent), that racial tensions are exaggerated (-26 percent), and that white don't practice a subtle racism (-38 percent!).

It is not so much that nonwhites, when probed for racial climate opinion indirectly, are on the whole negative while whites are positive. Even regarding the question of no subtle racism, which evoked the strongest nonwhite cynicism, a near majority (46 percent) of the nonwhite subsample cleared whites of the charge. What holds the chief importance is the overall pattern of nonwhite relative negativity. And, it must be admitted that the fact that almost 3 in 10 nonwhites (28 percent) did press the charge of non-obvious white racism (while another 26 percent could neither deny nor assert it) is an important finding in and of itself.

We should also note two more individual item findings which reflected a good deal of race subsample disagreement. First, a plurality of nonwhites (38 percent) denied equal levels of white and nonwhite prejudice while a strong majority (60 percent) of whites affirmed it. Second, although majorities of both subsamples had no fear of white flight because of the College's racial climate, the white student rejection of such a fear was substantially lower, and a full third (33 percent) of the white subsample were in fact fearful. In answering these two stray questions, no longer predominant white students found vehicles for expressing a very real level of racial defensiveness and anxiety. We are far from a crisis point as yet, but the first warning signs of white student alienation are present.

Emotional Reactions to Campus Racial Climate. Understanding the feelings contributing to or stirred up by PGCC's current racial climate is just as necessary as measuring attitudes and judgements concerning racial relations here. The questionnaire included a short battery of items focusing on the personal and featured an affective component to enable us to explore the role played by emotion. Again, these items came in the form of five point agreement scales. The results are shown on page 12.

Once more, everything at first blush looks upbeat. Whole sample responses portray a student body far from angry and upset over race (57 percent agreeing), but rather very "comfortable" with the campus racial climate (73 percent agreeing), in fact positively enjoying the multi-cultural experience of PGCC (67 percent) and taking personal pride in being associated with an open enrollment college (64 percent). But perhaps the best thing is how personally responsible for racial good behavior everyone in the student body is -- only 5 percent have ever done anything racially hurtful or prejudiced!

PERSONAL FEELINGS ABOUT CURRENT PGCC RACIAL CLIMATE	% Answering		% All	% Agree/Strongly Agree		
	A/SA	D/SD	NA	NW	W	NW-W
Climate is [not] uncomfortable	73	12	5	78	63	+15
PGCC diversity is valuable to me	67	7	5	70	62	+8
I'm proud of PGCC equal ed. effort	64	9	8	62	70	-8
I'm [not] angry/upset at climate	57	23	17	60	56	+4
Uninvolved in Col. life/Uneffected	60	19	4	59	62	-3
I've [never] hurt anyone racially	91	5	7	89	92	-3

All of this is desirable -- student feelings are not running high over race and much of the racial sentiment that does exist is noble. And, this situation is, perhaps taken with a few grains of salt, even believable, given it is about what we would expect considering the relatively good racial climate we earlier saw students witnessing to. One conclusion, however, that probably should not be drawn is that most of this serenity and good feeling is founded on an experience of true community or a commitment to brotherhood. It could just as easy derive from ignorance or apathy.

The key item, not yet discussed, is "Agree or Disagree -- PGCC's problems don't affect me much; I'm not much involved with campus life." To this, three sample members in five (60 percent) answered in the affirmative; only one in five (19 percent) rejected the proposition. The great bulk of our credit students are part-timers (78 percent, Spring 1992), and many of those are enrolled in only one course. Furthermore, night classes are very popular (taken by 55 percent), as is off-main campus course-taking (23 percent).

No wonder so many claim uninvolvement in "campus life," having so little opportunity to experience it. "I'm not effected enough to care" and "I don't know enough to care" attitudes must be common results, which could easily lead to an emotional detachment difficult to distinguish from serenity and complacency, even by students themselves. (Low levels of personal involvement with PGCC might also explain the relative difficulty students had in giving opinions on the specific features of campus racial climate; on the average item 22 percent failed to provide answers.)

Finally, three of the six affective items produced little interesting in the way of race subsample differences. But two of the six -- race climate comfort and the personal value of College diversity -- generated telling if modest results which jibe with earlier findings in this report. White students were significantly less likely to express comfort (-15) and to claim campus racial diversity personally valuable (-8) than were nonwhite students. These responses are the appropriate emotional parallels to greater white student assertions of nonwhite student bias and belief that white flight from PGCC may be imminent. The third affective item of some interest moderately reinforces our sense of the existence of minority grievence -- 8 percent fewer nonwhite than white claimed pride in PGCC's equal education efforts.

Student Attitudes on National Race-Related Issues. The study questionnaire included a battery of items gauging positions on several national issues. Although these have no direct bearing on PGCC's situation, they may be relevant in some important if round-about ways. First, in our in-depth follow-up, we plan to test the hypothesis that many campus-related race attitudes basically derive from previously held positions of national issues related to race. But second, and more pertinent for this basic review, we wanted to find out how students stood on national issues which had the potential for spilling over, as it were, into academia, and thus might catalyze future race polarization.

The story told by the table below is very clear: even if the current PGCC student body is not seriously divided by campus race-related questions, it is dramatically fractured over most national issues:

The nonwhite student subsample proved far less likely to agree with two basic tenants of the American belief system -- that hard work guarantees success (-34 percent) and that equal opportunity reigns in this country (-31 percent); it was much less likely to reject ethnic solidarity and special claims (-28 percent), to accept a Eurocentric basis for American education (-34 percent), and agree to ejecting racial hiring tests -- all having to do with the values of national "color blindness" and cultural unity; finally, 20 percent more of nonwhite students saw national racial tension in a state of advanced deterioration compared with white students.

OPINIONS ON CURRENT NATIONAL RACE-RELATED AND VALUE ISSUES	% Answering		% All	% Agree/Strongly Agree		
	A/SA	D/SD	NA	NW	W	NW-W
Any hard worker can get ahead	48	28	1	37	71	-34
US is land of equal opportunity	29	38	1	20	51	-31
US education is [not] too European	33	41	16	21	55	-34
[Don't] work for ethnic group goals	42	35	3	32	60	-28
[No racial tests in job hiring]	38	39	4	22	69	-47
Help Americans, not immigrants	60	19	4	64	56	+8
US race relations much worse today	60	14	5	66	46	+20

Perhaps the two most important disagreements in this list were over Eurocentric education and racial hiring quotas. PGCC is already highly involved in cross-cultural projects related to faculty development, curriculum enhancement and cultural enrichment. And because of the continuing white dominance of College faculty and staff during a time of growing nonwhite predominance in enrollments, pressure from both outside and inside the campus increases for the adoption a more aggressive "affirmative action" policy in these areas. Should moves in either direction prove inept and insensitive, the potential for a level of student racial polarization way beyond anything yet experienced seems real.

Personally Attested Occurrences of Racial Bias. General perceptions of "racial climate" are all very well, but wouldn't an objective index of "getting along" based on the frequency of actual occurrences of racial bias and conflict be even better? The trouble, of course, is the absence of a proper empirical method of observing and counting actual racially negative events. Given the almost infinite number of community member interactions on any one day in the operation of the College, the scope of the endeavor alone makes this moot. Fortunately, there is a do-able, "semi-objective" approach to constructing such an index. This approach, while distorted by a degree of subjectivity, still manages to preserve the essential nature of an actual event-driven gauge without incurring impossible measurement costs -- just ask the students about their own experience with race prejudice on campus.

Built into the questionnaire was a detailed "checklist" of possible "racial bias events." Respondents were given the opportunity to indicate which may have happened to them personally, or barring that, which they may have witnessed or heard about happening to other students. The results, shown below, highlight three broad varieties of bias: student-on-student, faculty-on-student, and staff-on-student.

RACIAL INCIDENT OBSERVATION	% All			% Happened to		Index
	HEARD ABOUT	HAPP. TO ME	BOTH/ EITHR	NW	W	NW-W
Racial Jokes/Language	26	12	38	10	19	53
Racial Remarks/Insults/Name-calling	18	5	23	4	8	53
Harrassed by Other Race Group	14	1	15	1	1	108
Excluded from Formal Org./Club	9	4	13	3	6	46
Excluded from Informal Circle	9	3	12	4	3	128
Terrorized by Other Race Grooup	10	2	12	2	3	52
Assaulted by Other Race Person	10	1	11	*	2	25
STUDENT-RELATED INCIDENT	16	17	33	14	24	60
Faculty Remarks/Stereotyping	12	8	20	10	5	198
Not given Faculty Help	8	10	18	13	4	351
Unfair assignment/Test Grade	7	11	18	13	6	207
Unfair Course Grade	7	10	17	11	5	224
Ignored in Class/Other Race Teacher	8	8	16	10	4	238
Race Insensitive Assignments	8	5	13	5	4	135
Put Down in Class/Oth Race Teacher	8	3	11	4	3	133
FACULTY-RELATED INCIDENT	--	25	25	30	14	209
Poor Treatment-Othr PGCC Employee	8	7	15	7	5	160
Poor Treatment-Oth Race Counselor	9	5	14	6	3	200
Poor Treatment-Oth Race Admin Pers	10	3	13	4	2	231
Poor Treatmt-Oth Race Campus Cop	12	2	14	2	2	105
STAFF-RELATED INCIDENT	7	13	20	15	9	172
ALL INCIDENT TYPES	11	38	58	39	35	111

At the most general level (all incident types), the table indicates that almost two out of five members (38 percent) in our student sample claimed to have experienced at least one of the 18 listed types of racial bias while at PGCC, while about one-tenth additionally witnessed or heard about at least one bias event but were not themselves victims. This totals to just about half of all students (48 percent) who had either suffered, witnessed or been otherwise made aware of a racial bias event -- the maximum estimate by this method of the extent of racial trouble on campus. Interestingly, we also find that racial subsamples exhibit fairly similar overall levels of bias distress. For example, 39 percent of all nonwhites among our respondents claimed at least one type and episode of racial victimization, so did 35 percent of the whites! (The Nonwhite/White Victimization ratio -- a device to reveal sharply which racial subsample indicates more victimization in any bias area -- was 111 in this most general instance, or nonwhite 11 percent more that of whites.)

Which broad variety of racial bias proved to be the most widespread? If we restrict consideration to the more solidly attested "Happened to Me" index, the answer turns out to be faculty-on-student bias. Exactly a quarter of the whole sample pointed to direct experience of classroom discrimination of some sort, 7 percent more than the proportion of those complaining of student bias (17 percent) and almost twice the proportion of self-perceived victims of staff bias (13 percent). Our two racial subsamples very much distinguished themselves in terms of the broad variety of discrimination most suffered from. Perceived faculty bias was more than twice as prominent a complaint among nonwhites compared with whites (30 percent to 14 percent "happened to me"; index 209); similarly nonwhites much more often than whites thought they had been at least once the victim of staff discrimination (15 to 9 percent; index 172). On the other hand, whites claimed much more often than nonwhites to suffer from student-on-student racial incidents (24 percent to 14 percent; index 60).

These are remarkably clear differences with any number of plausible explanations (e.g., in the "hallways," white students are inferior in numbers and therefore feel more vulnerable; but in the classroom, nonwhite students confront predominantly white authority figures in their teachers and thus feel more open to bias). However, whichever hypothesis proves correct upon further investigation, the fact remains that experienced racial discrimination for nonwhites (from white authority) and whites (from nonwhite peers) involved two very different sources of complaint.

Reactions to Felt Racial Discrimination. Finally, how did students who felt racially victimized handle the incident or incidents? The questionnaire included a second "checklist" to capture student recalled reactions to racial bias, this time consisting of a prepared set of reaction options. The table below summarizes victim response at PGCC.

RESPONSE TO BIAS EVENT	% of Self-Identified Victims* (Any "Happened to Me" Response)			
	ONLY CONSIDRD	ACTUALLY DID	BOTH/ EITHER	% ALL ACTED
Sought comform from friends	5	21	25	8
Dropped a course	5	13	18	5
Talked it over with an advisor	5	11	16	4
Talked to one to blame	16	8	24	3
Returned abuse in kind	11	5	16	2
End friendship/membership	3	5	8	2
Dropped out a term or two	3	5	8	2
Filed and official complaint	5	3	8	1
Took steps to leave PGCC	5	3	8	1
Dropped a student activity	3	3	6	1
Got into a physical fight	5	<.5	5	<.5
Informed the campus police	5	–	5	–
Public protest/wrote letters	3	–	3	–
Took legal action/sued PGCC	3	–	3	–
* Percent Victimized (Any Incident) = 38 %				

The result, reaction types arranged in order percentage actually responding in the manner indicated, were as follows:

First, the short answer to the question "What did the victims do?" is "Nothing much," at least in the great majority of cases. Only 35 percent of those claiming to have suffered from any racial bias made a discernable response -- or at least any from the checklist. This was less true of nonwhite victims (63 percent no action) than white victims (71 percent), but only marginally so.

The most popular recourse proved to be the rather passive act of seeking comfort from a friend (21 percent); talking the incident over with one's College counselor or some other campus advisor or friendly official was also relatively popular (11 percent). Other "social" responses were less often selected -- ending a friendship or membership in a campus group (5 percent), dropping a student activity or club (3 percent).

The most chosen decided action was dropping a course, most likely a response to some form of felt faculty bias. Over 13 percent opted for course withdrawal (17 percent of those with classroom complaints). Much smaller percentages went as far as canceling a semester (5 percent) or, farther still, taking steps to leave school terminally (3 percent), mostly in response to perceived teacher discrimination.

The most frequently acted out "fight-back" response was attempting to "talk it out" with the perpetrator of the incident (8 percent); 5 percent said they retaliated by returning abuse for abuse, while only a single person in the sample admitted to getting into an actual physical fight over an incident. Formal redress actions were little evident (filing an official complaint - 3 percent; calling on the campus police, publicly protesting and taking legal action against perpetrators or the College - zero percent).

Not much can be said as a result of statistical analysis concerning race group differences in response to prejudice; the numbers involved are simply too small in most response type cases. Detectable is some minor tendency for nonwhite victims to choose formal action and retaliation more than do whites.

Conclusion. The racial climate at Prince George's Community College, according to judgements and witness of its student body, seems fairly healthy, especially considering the chance for conflict between the school's two large, almost even student racial components. Students, on the whole, find PGCC a socially comfortable environment, diversity as a value and multi-culturalism as a practice are accepted by most, and College efforts to foster racial harmony and fair policy are appreciated by the great majority.

However, much of this general satisfaction and complaisance is probably just an expression either of a sort of College "boosterism" or of simple apathy and campus uninvolvement. Also, many less evident specific small aggravations, resentments, misperceptions and differences over campus issues separating student racial groups come to light under more aggressive probing.

More importantly, students are seriously divided over several national issues, two of which (multi-cultural education and affirmative job action) could work their way into campus politics, with radically polarizing potential. College policy in these areas must be most carefully considered and managed with all possible sensitivity.

Furthermore, a third of our students -- white no less than nonwhite -- believe that they have been discriminated against at least once (half of these more than once) on account of their race by another student, faculty person, or College employee. And if rumored incidents of bias are credited and added in, then just about half of our enrollees run into some evidence of practiced racism while studying at PGCC.

Though student satisfaction is still generally high, white students now show the beginning signs of genuine race defensiveness and anxiety, while nonwhite students seem particularly prone to feeling victimized in the classroom. Neither of these trends are promising and should be addressed.

Karl Boughan
Research and Planning Analyst

A*P*P*E*N*D*I*X

PGCC Student Racial Climate Study - Spring 1992
BASIC PERCENTAGE DISTRIBUTION (N=1198)

QUESTIONNAIRE ITEM	% OF ALL ANSWERING					% NA
National Attitudes	**SD**	**D**	**N**	**A**	**SA**	
A1. America is land of equal opportunity	20	18	32	19	10	1
A2. American Education too European	14	19	26	19	22	16
A3. Any hard worker can get ahead	13	15	23	22	26	1
A4. Ethnics should stick/strive together	25	17	28	13	18	3
A5. Give qualified minorities job edge	24	14	23	14	25	4
A6. Care for Americans, not immigrants	10	9	20	15	45	4
A7. Race relations are getting much worse	5	9	26	24	36	5
Perceptions of Racial Distributions	**80+**	**60 -79**	**40 -59**	**20 -39**	**<20**	
B1. Est. % Minority: Students	15	38	33	11	2	13
B2. Est. % Minority: Faculty	4	6	20	36	34	20
B3. Est. % Minority: Administration	3	6	18	28	45	33
B4. Est. % Minority: Counselors	3	9	23	32	32	26
B5. Est. % Minority: Campus Police	4	7	12	21	55	33
B6. Est. % Minority: Other Employees	15	26	29	20	11	34
Perceptions of Racial Change	**Decr F**	**S**	**Same**	**S**	**Incr F**	
C1. Est. % Min. Change: Students	1	6	28	37	28	29
C2. Est. % Min. Change: Faculty	0	8	57	30	5	39
C3. Est. % Min. Change: Administration	2	8	68	21	2	48
C4. Est. % Min. Change: Counselors	0	7	64	25	4	44
C5. Est. % Min. Change: Campus Police	2	8	68	18	4	50
C6. Est. % Min. Change: Other Employees	2	8	54	26	10	50
Perceptions of Group Relations	**VP**	**P**	**OK**	**G**	**VG**	
D1. Race Relatns in General-Whole College	1	6	42	38	14	12
D2. Reltns White v-a-v Min. Students	2	8	45	36	8	11
D3. Reltns among various Minority Groups	3	11	46	33	8	21
D4. Reltns White Faculty v-a-v Min. Students	4	8	40	37	11	17
D5. Reltns Min. Faculty v-a-v White Students	1	4	39	41	15	26
D6. Relations within Faculty/Staff	2	5	42	39	12	40
PGCC Group Relations Compared	**MW**	**W**	**Same**	**B**	**MB**	
E1. PGCC Race Reltns compared w/ 2 Years Ago	4	9	60	19	9	44
E2. PGCC Race Reltns compared w/ Other Schls	5	6	42	31	16	39

Attitudes concerning PGCC	SD	D	N	A	SA	
F1. PGCC Ethnic Diversity a great plus	5	12	37	27	19	18
F2. Whites use small putdowns agst Mins.	35	25	19	12	9	23
F3. Record on fair race policies excellent	8	9	35	32	17	34
F4. Race grps apart, don't communicate	26	27	26	13	7	15
F5. Race tensions here are exaggerated	19	21	26	18	16	23
F6. Minorities just as biased as Whites	16	17	26	19	22	23
F7. Many PGCCers try to fight racism	3	7	28	33	29	12
F8. I fear most whites will leave PGCC	40	21	15	13	11	25

Personal Attitudes	SD	D	N	A	SA	
G1. PGCC ethnic diversity valuable to me	3	4	25	26	41	5
G2. PGCC racial climate is uncomfortable	51	22	15	7	5	5
G3. Not involved enough to be affected	10	9	21	21	39	4
G4. I'm angry/upset at PGCC racial doings	35	22	20	11	12	17
G5. I'm proud of PGCC's try at equal ed.	3	6	27	29	35	8
G6. I admit I've hurt someone racially	82	9	4	2	3	7

PGCC Ratings	VP	P	OK	G	VG	
H. Rate PGCC: helping You reach ed goals	3	5	23	38	31	5
I. Rate PGCC: quality of Courses	1	3	21	44	31	2
J. Rate PGCC: Teachers helpful/friendly	2	3	19	38	38	3

Observation of Race Bias Events	NA or No Evnt	Only Heard of	Happnd to Me
K1. Bias Event: Jokes/Language	62	26	12
K2. Bias Event: Insults/Name-calling	77	18	5
K3. Bias Event: Harassed by Group	85	14	1
K4. Bias Event: Terrorized by Group	88	10	2
K5. Bias Event: Assaulted	89	10	1
K6. Bias Event: Informally Excluded	88	9	3
K7. Bias Event: Excluded from Org./Club	87	9	4
K8. Bias Event: Fac. remarks/stereotyping	80	12	8
K9. Bias Event: Race insensitive assignment	87	8	5
K10. Bias Event: Ignored in class	84	8	8
K11. Bias Event: Put down in class	89	8	3
K12. Bias Event: Not given fac. help	82	8	10
K13. Bias Event: Unfair assignment grade	82	7	11
K14. Bias Event: Unfair course grade	83	7	10
K15. Bias Event: Bad treatmt-Counselors	86	9	5
K16. Bias Event: Bad treatmt-Administration	87	10	3
K17. Bias Event: Bad treatmt-Campus Cop	86	12	2
K18. Bias Event: Bad treatmt-Other PGCC	85	8	7

Response to Bias Event	Never Cons.	Con-sid.	Did	No Events
L1. Bias Resp: Talk w/ one to blame	76	16	8	63
L2. Bias Resp: Return Abuse	84	11	5	63
L3. Bias Resp: Physical fight	95	5	0	63
L4. Bias Resp: Sought comfort from friend	74	5	21	63
L5. Bias Resp: Talk over w/ Advisor, etc	84	5	11	63
L6. Bias Resp: Informed campus cops	95	5	0	63
L7. Bias Resp: Filed official complaint	92	5	3	63
L8. Bias Resp: Held public protest	97	3	0	63
L9. Bias Resp: Took legal action	97	3	0	63
L10. Bias Resp: End Friendship/Membership	92	3	5	63
L11. Bias Resp: Dropped student activity	95	3	3	63
L12. Bias Resp: Dropped a course	82	5	13	63
L13. Bias Resp: Dropped out a term or 2	92	3	5	63
L14. Bias Resp: Took steps to leave PGCC	92	5	3	63

Demographic/Academic Variables

	<20	20 -24	25 -34	35 -44	45 -59	60+	NA
M. What is your age group?	11	29	30	18	7	4	5

	F	M	
N. What is your gender?	67	33	1

	W	B	H	A	Nat	
O. Race/Ethnicity Self-classification	32	53	3	9	2	4

	Mar	Sng	
P. Marriage Status?	33	67	1

	FT	PT	None	
Q. Job Situation while at PGCC	58	27	15	2

	0-2	3-5	6-11	12+	
R. Cred. Hrs. attempted Spring 91	6	29	40	25	3

	0 -11	12 -23	24 -59	60+	
S. Cumulative Cred. Hrs. Earned	28	33	31	8	6

	Day	Eve	WE	Mix	
T. Usual Time/Day of Classes	45	40	3	11	1

	Main	**Ext**	**Mix**			**NA**
U. Usual Location of Classes	82	10	8			1
	Pre 854	**894**				
	854	**-93**	**-913**	**914+**		
V. First Term at PGCC	13	19	38	31		3
	No	**Some**				
W. College Education before PGCC	56	44				4
	Yes	**No**				
X. Ever taken any PGCC Dev. Courses?	39	61				4
	<2.5	**2.5+**				
Y. What is your cumulative GPA now?	13	87				9
	Trs	**Car**	**None**			
Z. Type of Study Program	49	29	22			4
	Deg	**Both**	**Tr**	**None**		
AA. PGCC Educational Goals	36	27	28	8		3

PRINCE GEORGE'S COMMUNITY COLLEGE

Prince George's Community College

College Climate Survey, Spring 1992

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For each of the following questions, please circle the number indicating your response. Circle "9" if you don't know or cannot answer an item. All responses are confidential.

A. Do you agree or disagree with the following statements about American society?

	Strongly Agree				Strongly Disagree	Don't Know
1. On the whole, America is still a land of fairness and opportunity for all.	5	4	3	2	1	9
2. American education is based too much on European history and values.	5	4	3	2	1	9
3. Anyone who works hard and has skills can get ahead, regardless of background.	5	4	3	2	1	9
4. People of the same culture should stick together and work for their group's goals.	5	4	3	2	1	9
5. Qualified minority applicants should be given the advantage in job hiring.	5	4	3	2	1	9
6. America should take care of its own people before it lets in any more immigrants.	5	4	3	2	1	9
7. Relations among U.S. racial and ethnic groups are getting much worse.	5	4	3	2	1	9

B. For the following groups at PGCC, what is your best guess as to the percent of minority (non-white) people?

	Less than 20%	20-39	40-59	60-79	Over 80%	Don't Know
1. Students	5	4	3	2	1	9
2. Faculty	5	4	3	2	1	9
3. Administrators	5	4	3	2	1	9
4. Counselors/Advisors	5	4	3	2	1	9
5. Campus Police	5	4	3	2	1	9
6. Other PGCC Employees	5	4	3	2	1	9

C. For the same groups, how do you think that percentage has been changing?

	Increasing Fast	Increasing Slowly	Staying Same	Decreasing Slowly	Decreasing Fast	Don't Know
1. Students	5	4	3	2	1	9
2. Faculty	5	4	3	2	1	9
3. Administrators	5	4	3	2	1	9
4. Counselors/Advisors	5	4	3	2	1	9
5. Campus Police	5	4	3	2	1	9
6. Other PGCC Employees	5	4	3	2	1	9

D. How would you describe current race and ethnic group relations at PGCC?

	Very Good	Good	OK	Poor	Very Poor	Don't Know
1. within the College overall	5	4	3	2	1	9
2. between white and minority students	5	4	3	2	1	9
3. among different minority student groups (African-Americans, Hispanics, etc.)	5	4	3	2	1	9
4. between white faculty & minority students	5	4	3	2	1	9
5. between minority faculty & white students	5	4	3	2	1	9
6. within the College faculty and staff	5	4	3	2	1	9

E. From what you know or have heard, how would you describe overall race relations at PGCC?

	Much Better		About the Same		Much Worse	Don't Know
1. compared to 2 years ago	5	4	3	2	1	9
2. compared with other colleges and universities	5	4	3	2	1	9

F. Do you agree or disagree with the following statements concerning PGCC? (Circle number. Use "9" for "Don't Know".)

	Strongly Agree				Strongly Disagree	Don't Know
1. Our mix of different cultures and view-points is one of PGCC's great strengths.	5	4	3	2	1	9
2. A real problem here is how whites put down non-whites in little ways – in talk and looks.	5	4	3	2	1	9
3. The College's record on creating policies fair to all groups is excellent.	5	4	3	2	1	9
4. Everyone breaks up into racial or ethnic groups which never talk to each other.	5	4	3	2	1	9
5. People tend to make too much of racial tensions on campus.	5	4	3	2	1	9
6. At PGCC, minorities are just as biased against whites as whites are against them.	5	4	3	2	1	9
7. Many administators, teachers and students work hard to make PGCC a good place to be for everyone.	5	4	3	2	1	9
8. I sometimes fear that most whites will leave PGCC.	5	4	3	2	1	9

G. Do you agree or disagree with the following statements about *you personally*?

	Strongly Agree				Strongly Disagree	Don't Know
1. I find being part of a college community with so many different groups valuable.	5	4	3	2	1	9
2. The racial climate at PGCC makes me feel uncomfortable.	5	4	3	2	1	9
3. PGCC's problems don't affect me much; I'm not much involved with campus life.	5	4	3	2	1	9
4. I often get angry or upset over what goes on here racially.	5	4	3	2	1	9
5. I'm proud of PGCC which tries hard to provide a good education to everybody.	5	4	3	2	1	9
6. I have to admit I've occasionally said or done something related to race which made someone at PGCC angry or unhappy.	5	4	3	2	1	9

	Very Good	Good	O.K.	Poor	Very Poor	Don't Know
H. How good a job has PGCC done in helping you reach your educational goals?	5	4	3	2	1	9
I. How would you rate the quality of the courses and teaching at PGCC?	5	4	3	2	1	9
J. How would you rate the overall helpfulness and friendliness of teachers at PGCC?	5	4	3	2	1	9

K. Mainly because of your race or ethnic background:

a. Have any of these things ever happened to *you personally* as a PGCC student?
b. Have you ever witnessed or been told of these things happening to *other PGCC* students? (Circle all that apply)

	Happened to You	Saw/Heard About
Race-related Treatment by Students(s)		
1. heard a racial joke/racially insulting language	2	1
2. was a target of insults, name-calling	2	1
3. constantly picked on, bothered by a group	2	1
4. terrorized/psyched out because of my race	2	1
5. pushed around, roughed up, physically attacked	2	1
6. kept out of an *informal* group or activity/ lost friends because of my race	2	1
7. discouraged from taking part in a *formal* organization, club, etc.	2	1
Race-related Treatment by Teacher(s)		
8. heard racial stereotypes used/racially insulting remarks in class lectures	2	1
9. given racially insensitive readings/assignments	2	1
10. ignored in class/participation discouraged	2	1
11. put down in class/made fun of due to race	2	1
12. not given needed help by a teacher	2	1
13. received less than deserved grade on test/assignment	2	1
14. received less than deserved course grade	2	1

	Happened to You	Saw/Heard About
Race-Related Treatment by *Other PGCC Groups*		
15. unfair/insulting treatment by a counselor	2	1
16. unfair/insulting treatment by a College administrator	2	1
17. unfair/insulting treatment by a campus police officer	2	1
18. unfair/insulting treatment by other PGCC employees	2	1

L. *Skip to Item M if a racial incident at PGCC has never happened to you.* Have you ever done or tried to do any of the following things after a racial incident?

	Actually Did	Only Considered	Never Occured to me
1. Tried talking it over/working things out with the person responsible	2	1	0
2. Lashed back with equal insults and abuse	2	1	0
3. Lashed back physically/got into a fight	2	1	0
4 Talked with/sought comfort from a friend	2	1	0
5. Talked it over with friendly teacher/advisor/ other PGCC official	2	1	0
6. Informed the Campus Police	2	1	0
7. Filed a formal complaint with the College administration	2	1	0
8. Organized a public protest/contacted the newspapers	2	1	0
9. Saw a lawyer/took legal action	2	1	0
10. Ended a friendship/withdrew from a group	2	1	0
11. Dropped a student activity	2	1	0
12. Dropped a course	2	1	0
13. Dropped out for a semester or more	2	1	0
14. Took steps to leave the College permanently	2	1	0

For statistical purposes we need some background data on our respondents. None of the answers you give here will or can be used to identify you as an individual. (Circle number unless told otherwise)

M. Which is your age group?

1. Under 20
2. 20 - 24
3. 25 - 34
4. 35 - 44
5. 45 - 59
6. 60 or older

N. What is your gender?

1. Female
2. Male

O. How do you classify yourself in terms of race/ethnicity?

1. Native American
2. African-American/Black
3. Asian or Pacific Islander
4. Hispanic/Latino/Latin American
5. White

P. Which best describes your *current* status?

1. Married
2. Single (Divorced/Separated/Widowed/Never Married)

Q. While you've been enrolled at PGCC, which best describes your job situation most of the time?

1. work(ed) full-time
2. work(ed) part-time only
3. mostly held no job while studying at PGCC

R. How many credit hours are you taking *this* term?_____

S. About how many total PGCC credit hours have you earned?_____

T. When have *most* of your classes been scheduled since you enrolled at PGCC?

1. during regular day sessions
2. during evening sessions
3. during the weekend
4. mixed schedule/varied greatly

U. Where have *most* of your classes taken place since you enrolled at PGCC?

1. the Largo Main Campus
2. at an extention center
3. an even mixture of main campus and other locations

V. When did you enroll in your first course at PGCC?

001.	Before Fall 1985				
854.	Fall 1985	884.	Fall 1988		
861.	Spring 1986	891.	Spring 1989	914.	Fall 1991
862.	I Summer 1986	892.	I Summer 1989	921.	Spring 1992
863.	II Summer 1986	893.	II Summer 1989		
864.	Fall 1986	894.	Fall 1989		
871.	Spring 1987	901.	Spring 1990		
872.	I Summer 1987	902.	I Summer 1990		
873.	II Summer 1987	903.	II Summer 1990		
874.	Fall 1987	904.	Fall 1990		
881.	Spring 1988	911.	Spring 1991		
882.	I Summer 1988	912.	I Summer 1991		
883.	II Summer 1988	913.	II Summer 1991		

W. During that very first semester, which best describes your educational background?

1. It was the first time I had ever been enrolled at any college or university.
2. I had attended another college or university before coming to PGCC.

X. Have you ever taken any Developmental course at PGCC?

1. Yes 2. No

Y. What is your cumulative GPA now?

1. Under 2.50
2. 2.50 or better

Z. Are you currently in a program leading to an A.A. degree or certificate?

1. Yes, a transfer program
2. Yes, a career or vocational program
3. No/not in any program

AA. What are your educational goals at PGCC? (Circle all that apply)

1. A.A. degree from PGCC
2. Certificate from PGCC
3. Prepare for transfer to a four-year college
4. None of the above

Thank you for participating in this campus-wide survey. Your response is important! Please use the business-reply envelope included or return to:

Office of Institutional Research and Analysis
Kent Hall 231
301 Largo Road
Largo, Maryland 20772

ERIC Clearinghouse for
Junior Colleges

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